



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12531737
SAU: MSAD 59
School: Athens Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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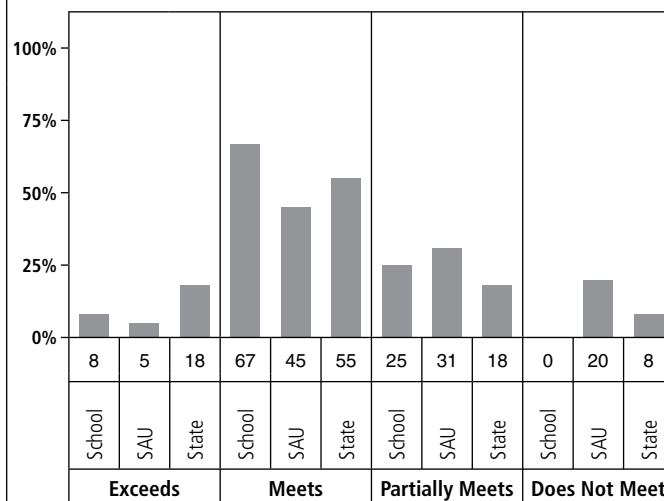
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

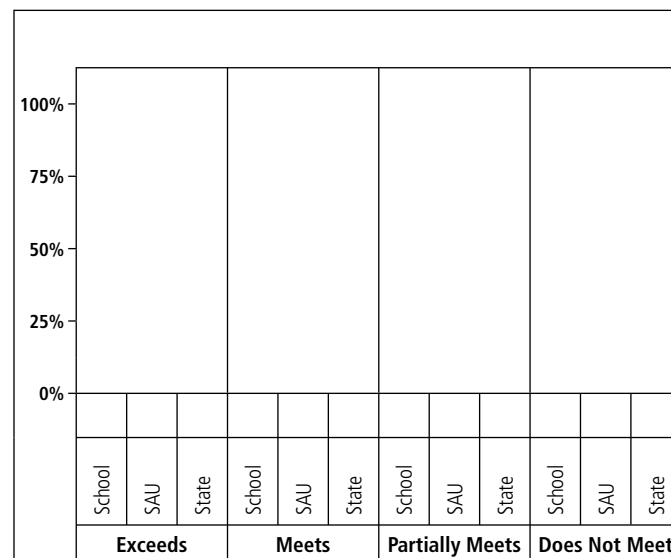
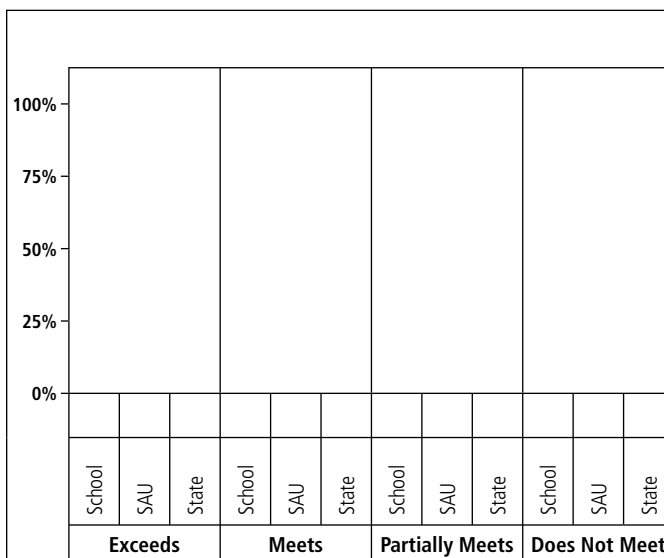
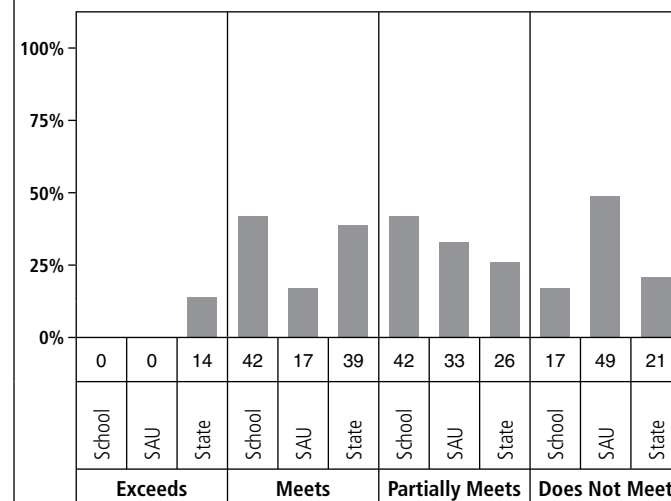
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	748	741	745
2006–2007	742	749	748
2007–2008	750	740	750
Cum. Avg. *	747	743	748
Mathematics			
2005–2006	743	735	740
2006–2007	737	741	742
2007–2008	740	729	743
Cum. Avg. *	740	734	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	12	100	89	100	14818	100	12	100	89	100	14698	99	12	100	89	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	8	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	0	0	2	2	178	1	0	0	2	100	176	99	0	0	2	100	177	100												
Caucasian/White	11	92	86	97	13927	94	11	100	86	100	13825	99	11	100	86	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	17	12	13	2556	17	2	100	12	100	2508	99	2	100	12	100	2497	98												
Current LEP	0	0	1	1	363	2	0	0	1	100	352	97	0	0	1	100	360	99												
Economically disadvantaged	8	67	52	58	5461	37	8	100	52	100	5408	99	8	100	52	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	10	83	78	88	12195	82	10	83	78	88	12215	82												
Identified disability (PET/IEP)	0	0	1	1	418	3	0	0	1	1	421	3												
LEP	0	0	1	1	183	2	0	0	1	1	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
Participation with accommodations	2	17	9	10	2320	16	2	17	9	10	2303	16												
Identified disability (PET/IEP)	2	100	9	100	1912	82	2	100	9	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	0	0	2	2	178	1	0	0	2	2	176	1												
Identified disability (PET/IEP)	0	0	2	100	178	100	0	0	2	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	2	15	3	4	1769	11
	2006-2007	0	0	11	18	2630	18
	2007-2008	1	8	4	5	2604	18
	Cum. Total*	3	8	18	8	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	8	62	39	49	7521	49
	2006-2007	6	55	34	55	7605	51
	2007-2008	8	67	39	45	8049	55
	Cum. Total*	22	61	112	49	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	2	15	22	28	3773	24
	2006-2007	5	45	15	24	3000	20
	2007-2008	3	25	27	31	2672	18
	Cum. Total*	10	28	64	28	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	1	8	16	20	2399	16
	2006-2007	0	0	2	3	1620	11
	2007-2008	0	0	17	20	1190	8
	Cum. Total*	1	3	35	15	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.3	64.8	28.7	51.3	35.3	63.0
Literary Text	28	50	17.0	60.7	14.2	50.7	17.3	61.8
Informational Text	28	50	19.3	68.9	14.4	51.4	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	1	8	8	67	3	25	0	0	750	87	5	45	31	20	740	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	0										2						173	12	54	18	15	746
Caucasian/White	11	1	9	7	64	3	27	0	0	750	84	5	45	31	19	741	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	2										10	0	0	40	60	724	2330	2	30	36	32	735
No	10	1	10	8	80	1	10	0	0	753	77	5	51	30	14	743	12185	21	60	15	4	753
Current LEP																						
Yes	0										1						342	8	46	22	24	741
No	12	1	8	8	67	3	25	0	0	750	86	5	45	30	20	740	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	8	0	0	5	63	3	38	0	0	748	50	6	42	30	22	740	5299	9	51	26	14	745
No	4										37	3	49	32	16	741	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	12	1	8	8	67	3	25	0	0	750	87	5	45	31	20	740	14514	18	55	18	8	750
Gender																						
Female	5	1	20	3	60	1	20	0	0	753	44	9	57	23	11	746	7084	24	55	15	6	752
Male	7	0	0	5	71	2	29	0	0	749	43	0	33	40	28	735	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										35	0	26	46	29	734	946	6	47	34	12	743
No	10	1	10	6	60	3	30	0	0	750	52	8	58	21	13	745	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	12	1	8	8	67	3	25	0	0	750	87	5	45	31	20	740	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										16	7	43	29	21	740	6	9	42	24	25	741
B. less than one hour	33	0	0	1	25	3	75	0	0	740	56	4	45	37	14	741	50	17	56	19	8	750
C. one to two hours	67	1	13	7	88	0	0	0	0	756	23	5	55	15	25	743	40	20	58	16	6	752
D. more than two hours	0										5	0	0	50	50	721	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	0	0	3	100	0	0	0	0	757	17	0	67	0	33	742	36	24	58	14	5	753
B. They match some of what I have learned.	75	1	11	5	56	3	33	0	0	748	59	8	51	33	8	744	50	16	58	19	8	749
C. They match just a little of what I have learned.	0										18	0	19	50	31	732	11	13	45	26	16	745
D. There is no match.	0										6	0	0	40	60	724	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	0	0	2	67	1	33	0	0	750	28	8	63	17	13	745	28	35	52	9	5	756
B. good	58	1	14	5	71	1	14	0	0	752	55	4	40	33	23	739	52	15	60	18	7	750
C. fair	17	0	0	1	50	1	50	0	0	744	14	0	42	58	0	741	18	3	49	33	15	742
D. poor	0										3	0	0	0	100	719	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	0										13	0	18	36	45	730	16	13	48	23	16	745
B. about the same as my regular schoolwork	75	1	11	6	67	2	22	0	0	752	65	8	47	32	13	743	65	18	57	18	7	750
C. easier than my regular schoolwork	25	0	0	2	67	1	33	0	0	745	22	0	67	22	11	743	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	1	100	0	0	0	0	750	5	0	50	0	50	734	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	50	1	17	3	50	2	33	0	0	752	60	6	32	40	22	739	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	42	0	0	4	80	1	20	0	0	748	36	3	67	23	7	745	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	0	0	3	60	2	40	0	0	745	47	5	45	25	25	740	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	58	1	14	5	71	1	14	0	0	754	49	5	50	38	7	744	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	0										4	0	0	33	67	719	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	33	0	0	3	75	1	25	0	0	748	22	5	53	32	11	743	17	25	57	13	6	753
B. 20 minutes to an hour	50	1	17	5	83	0	0	0	0	756	31	7	52	30	11	744	45	22	56	16	6	752
C. less than 20 minutes	17	0	0	0	0	2	100	0	0	739	20	6	29	35	29	737	13	14	56	21	9	748
D. I rarely read at home.	0										28	0	42	29	29	736	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										25	0	0	100	0	730						
B.	0										50	0	0	100	0	734						
C.	0										25	0	0	0	100	700						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	1	8	2	3	1646	11
	2006-2007	1	9	1	2	2142	14
	2007-2008	0	0	0	0	2028	14
	Cum. Total*	2	6	3	1	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	5	38	23	29	5497	36
	2006-2007	5	45	34	55	5642	38
	2007-2008	5	42	15	17	5703	39
	Cum. Total*	15	42	72	32	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	6	46	31	39	4514	29
	2006-2007	2	18	20	32	4077	27
	2007-2008	5	42	29	33	3733	26
	Cum. Total*	13	36	80	35	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	1	8	23	29	3797	25
	2006-2007	3	27	7	11	3001	20
	2007-2008	2	17	43	49	3054	21
	Cum. Total*	6	17	73	32	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.6	53.8	6.9	43.1	8.8	55.0
Cluster 2: Shape and Size	14	25	4.9	35.0	3.7	26.4	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.0	37.5	2.0	25.0	3.5	43.8
Cluster 4: Patterns	18	32	7.4	41.1	4.6	25.6	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 59
 School: Athens Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	0	0	5	42	5	42	2	17	740	87	0	17	33	49	729	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	0										2						175	9	32	30	29	737
Caucasian/White	11	0	0	4	36	5	45	2	18	739	84	0	17	35	49	729	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	2										10	0	0	20	80	714	2321	2	16	26	55	727
No	10	0	0	5	50	3	30	2	20	740	77	0	19	35	45	731	12197	16	44	26	15	746
Current LEP																						
Yes	0										1						356	7	23	24	45	731
No	12	0	0	5	42	5	42	2	17	740	86	0	17	34	49	729	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	8	0	0	2	25	5	63	1	13	737	50	0	14	40	46	729	5301	5	31	31	33	736
No	4										37	0	22	24	54	729	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	12	0	0	5	42	5	42	2	17	740	87	0	17	33	49	729	14517	14	39	26	21	743
Gender																						
Female	5	0	0	2	40	2	40	1	20	738	44	0	16	43	41	731	7086	14	40	26	20	743
Male	7	0	0	3	43	3	43	1	14	741	43	0	19	23	58	727	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										35	0	3	29	69	723	946	4	23	36	37	733
No	10	0	0	5	50	3	30	2	20	741	52	0	27	37	37	733	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	12	0	0	5	42	5	42	2	17	740	87	0	17	33	49	729	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 59
School: Athens Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										16	0	21	50	29	730	6	7	29	26	37	734
B. less than one hour	33	0	0	1	25	2	50	1	25	730	56	0	14	33	53	728	50	13	39	26	22	742
C. one to two hours	67	0	0	4	50	3	38	1	13	745	23	0	25	30	45	733	40	15	42	26	17	744
D. more than two hours	0										5	0	0	0	100	718	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	0										14	0	8	17	75	719	32	21	40	23	16	747
B. They match some of what I have learned.	75	0	0	5	56	3	33	1	11	745	61	0	23	40	38	733	50	12	42	27	19	743
C. They match just a little of what I have learned.	25	0	0	0	0	2	67	1	33	724	21	0	11	33	56	725	15	7	32	31	30	737
D. There is no match.	0										5	0	0	0	100	719	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	0	0	1	50	1	50	0	0	740	20	0	35	35	29	735	25	34	42	13	11	753
B. good	58	0	0	4	57	2	29	1	14	742	46	0	20	35	45	729	47	10	45	27	18	743
C. fair	25	0	0	0	0	2	67	1	33	735	29	0	4	28	68	724	23	3	30	36	32	735
D. poor	0										6	0	0	40	60	723	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	42	0	0	2	40	3	60	0	0	746	40	0	15	44	41	732	36	6	38	29	27	738
B. about the same as my regular schoolwork	58	0	0	3	43	2	29	2	29	735	55	0	19	28	53	728	53	13	42	27	18	744
C. easier than my regular schoolwork	0										5	0	25	25	50	723	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	58	0	0	1	14	5	71	1	14	739	47	0	15	30	55	727	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	42	0	0	4	80	0	0	1	20	742	48	0	20	41	39	731	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										5	0	25	0	75	730	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	0										6	0	0	40	60	720	9	15	37	25	23	742
B. two or three days a week	0										16	0	21	14	64	724	20	13	41	26	20	743
C. two or three times each month	8	0	0	1	100	0	0	0	0	758	30	0	19	42	38	731	30	15	40	27	18	744
D. never or almost never	92	0	0	4	36	5	45	2	18	738	48	0	17	33	50	730	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	33	0	0	1	25	2	50	1	25	732	12	0	10	30	60	726	20	17	39	23	22	744
B. two or three days a week	50	0	0	3	50	2	33	1	17	745	37	0	25	38	38	733	29	16	40	25	19	744
C. two or three times a month	17	0	0	1	50	1	50	0	0	741	38	0	18	30	52	729	26	13	40	28	20	743
D. never or almost never	0										13	0	0	36	64	719	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										12	0	0	30	70	723	8	7	32	26	35	736
B. 30–45 minutes	8	0	0	1	100	0	0	0	0	756	40	0	15	35	50	728	41	12	38	27	23	741
C. 45–60 minutes	92	0	0	4	36	5	45	2	18	739	40	0	29	32	38	733	41	17	42	24	16	745
D. more than 60 minutes	0										9	0	0	38	63	721	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										25	0	0	0	100	716						
B.	0										50	0	50	50	0	742						
C.	0										25	0	0	0	100	708						
D.	0										0											